

Fostering Psychological Resilience in Dyslexic Children: Exploring the Psychosocial Dynamics of Interpersonal Relationships and Community Support

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Abstract

The present work assumes a study of such multifaceted psychosocial formations, forming the basis of creating a psychological resilience framework concerning dyslexic children. Under the study due to the conceptual vagueness of this concept, the present work is investigating the toll generated by the quality of interpersonal relations along with the trait of the supported community-based environmental factor in the psychosocial well-being of dyslexic individuals, taking into account potential gender specifics of boys and girls experiencing dyslexia. Considering the widespread volume of academic literature in this area and the realistic original dataset at my disposal, the present work reveals differences in how frequent deviations of the reciprocity established positive powers of such interpersonal unity and the continuous repetition of the exposure to the established community-based model affects the resistance against negative relation circumstances and other psychosocial powers that can lead to negative dyslexia-related consequences. In summary, the present work examines the action of reciprocally targeted multiple mechanisms in several psychosocial concepts to identify the potential mechanism of resistance development and the environment formation of possibilities to act concerning persons with dyslexia underscoring the sex-specific heuristic patterns due to dyslexia. Therefore, at the concluding point, the present work is directing potentially relevant further investigations on psychosocial resilience determinants and providing targeted recommendations for everyday practice, taking into account boy and girl skills and special needs.

Keywords: Psychosocial formations, Psychological resilience framework, Dyslexic children, Interpersonal relations, Community-based environmental factors, Gender specifics, Reciprocity, Resistance mechanisms, Psychosocial powers, Sex-specific heuristic patterns

Introduction

Dyslexia, a neurodevelopmental disorder delineated by reading, writing, spelling complications, and retention difficulties, substantially hinders the well-being and socialization of individuals in many of life's crucial components. Despite being broadly viewed as the primary learning ailment, its detrimental consequences encompass psychosocial issues and dysfunctional relationships with others. The present paper attempts to explore the complexities of this relationship by focusing on how various psychosocial factors affect the resilience of dyslexic children. More so, this study concentrates on identifying potential

dissimilarities between boys and girls in their experiences and coping strategies. (Hossain et al., 2022) This study is built on the understanding of the poly-systemic nature of psychosocial formations surgent in dyslexia. While dyslexia is primarily conceptualized as a cognitive deficit, it is rather a structurally determined interconnected system of social, emotional, environmental and cognitive constructs that profoundly affect the person's resilience and adaptational potential. In this respect, the goal is to develop a psychological resilience model that would be relevant to the specifics of dyslexic children, in what concerns not just pure academic adaptations, but health promotion.(Understanding Mental Health in Developmental Dyslexia: A Scoping Review - PMC, n.d.).

The emphasis was placed on the assessment of how the quality of interpersonal ties and the age of the host community impacted the psychosocial well-being of dyslexics. The available literature shows that in both child and adult life quality relationships and comprehensive development of the surroundings can somehow parallelly become a protective factor. This implies that the protective factor reduces the effect of risk factors on the damaged ones and increase the percentage of resilient people. However, it is essential to note that protective factors can be sex-related since the experience may also have gendered differences for dyslexic children. (Habib & Naz, 2015).

Gender specificity seems to be a meaningful element in explaining the psychosocial space of dyslexia. Although boys and girls with dyslexia share several moments and experience them differently due to social beats, cultural tempos, and personal differences, an angle of gender specificity of experience and coping strategies assists in the more intricate and profound understanding of how individuals with dyslexia navigate through the psychosocial space and develop their sociabilities. (Haft et al., 2019).

The variety of academic literature and the depth of the material recorded in this field offer a broad base for this research. From existing publications and realistic original datasets, the plan is to demonstrate the complex psychosocial resilience mechanisms in dyslexic children. Therefore, the analysis will contain how the disruptiveness of reciprocal positive interactions involvement and continued exposure to community-based domains affect individuals' resilience as a concept and as a factor in dyslexia's negative outcomes.(Wexler et al., 2015).

The present study has employed a specious logic framework and provided a multi-dimensional approach to the myriad aspects of psychosocial concept decomposition and it is applied through the works and mechanisms capacity by which dyslexics live the experience. Given the applied environment of possibilities for action and the respective allocated mechanisms to develop resistant powers and average practice, the timely interventions and support models can be framed and developed according to the needs and capacities of dyslexics and the unique patterns of each gender. Ultimately, the present study might serve as a potential groundwork for further research into the significant students driving simultaneously with psychosocial resistance notwithstanding the gender regime. In this way, professionals might benefit from an analysis of average practice through psychosocial habitat creation and resistant power regarding adversity; it would align through environmental conditions tributaries for dyslexics and its relevance to habitats for creation promoting. (Calhoon & Fuchs, 2003).

Methodology

Aim:

The purpose of the study is to explore the psychological, influential levels of the relational and community factors on the development of psychological resilience in children with dyslexic problems, to analyse how these dimensions associate with dyslexia and empower resilience, and if young males and females differ

in the exposure and response rates to these aspects.

Methods and Materials:

A mixed-methods research design was utilized in this study to present a holistic insight into the factors related to psychological, relational, and community contexts affecting the development of psychological resilience in children with dyslexia. This mixed approach was useful in answering the research question as it combined the primary and the secondary data through quantitative base-pillar and qualitative descriptive methods. Participants were chosen from an education setting, and the sample was recommended by the dyslexia-supporting facilities and community members with a mutual interest. The sample included children aged between 6– 12 who were officially diagnosed with dyslexia, and their parents were also involved in the study. An equal distribution of the sample was eventually made among participants. The data for the quantitative method was gathered through a questionnaire survey, where the independent measure was administered to children using a semi-structured questionnaire, and their parents filled out another questionnaire. It included questions on the quality of current relationships, community support, psychological resilience, or any other psycho-social problems they were going through. The questionnaires administered on the dependent measure were the Resilience Scale for Children, and the Strengths and Difficulties Questionnaire, while in the qualitative method, semi-structured interviews were conducted. The interview questions were open-ended, allowing the participants to explore their thoughts on certain reactions or expressions without confining them to a single form of response. For data analysis, SPSS was used, to elaborate on the primary predictor and the correlation between the predictor and the consequence of resilience.

Inclusion Criteria:

- Children aged between 6 to 12 years
- Diagnosis of dyslexia confirmed by a professional.
- Consent by Parents
- Availability of the parents to assent to the research data
- Parents must be able to read.
- Children should attend schools dyslexia support centres, or any related centers or a close community involved in creative matters.

Exclusion criteria:

- Children aged less than 6 years or more than 12 years
- Children without a confirmed diagnosis
- Children and their parents and guardians who are resistant to taking the survey and test
- Children or parents having a cognitive disability or developmental disorders
- Inability to comprehend the questions or do the survey.
- Participants who cannot attend educational institutions, dyslexia support centres, or be close to other creative-related centres or communities.
- Not being able to obtain consent from the Child's parent

Tools:

The tools which were used in the current study is:

- 1. Socia-Demographic Data Sheet:** This is a semi-structured questionnaire which was used to obtain

information regarding the student’s age, gender, education, family structure and socioeconomic status.(Young Children With ASD: Parent Strategies for Interaction During Adapted Book Reading Activity - Leigh Ann Tipton, Jan B. Blacher, Abbey S. Eisenhower, 2017, n.d.).

2. **Resilience Scale for Children and Adolescents (RSCA):** This scale helps us to understand the general construct of resilience in children. This scale also helps us understand an individual's ability to cope with challenges marking the psychological attributes of resilience. The scale has 4 sections which are self-efficacy, problem-solving abilities, optimism, and social Support.(Olulade et al., 2012).
3. **Interpersonal Relationship Scale:** This scale indicates the quality of interpersonal relationships experienced by dyslexic children within their family, peer group, and school environment (He, 2022).
4. **Academic Performance Records:** All the ward's Academic records were assessed to determine the academic achievement in educational institutions. (Brown et al., 2004).

Procedure:

The participants were selected from schools, dyslexia support centres, and other relevant community-based organizations. The sample was obtained across ages, socio-economic, gender and geographical locations to maximize diversity. The inclusion criteria constituted children within the age of 6-12 years with resilience, and a primary diagnosis of dyslexia made earlier within a year and their parents or guardian. Structured surveys on children and their parents document the Resilience Scale for Children and Strengths and Difficulties Questionnaires goals, fears, interests, and strengths, measured towards psychosocial indicators of quality of relationship, support systems of integration, and psychological resilience. The participants filled in the questionnaires independently and were helped where necessary. In the specialized subgroup of the design, children and one parent were interviewed using semi-structured open-ended questionnaire interview, to obtain comprehensive information understanding on children’s and parents’ experiences, perceptions, and strategies related to their interactions with dyslexia and resilience. The voice recordings and field notes from interviews were transcribed and coded for an in-depth understanding of the themes. The coding process involved a thematic matrix, which was a conceptual framework where all the parts of the transcript were sorted and verified systematically for the needed information to one node. The quantitative data generated from the surveys were analyzed using inferential statistics techniques, such as mean, median, mode, Pearson correlation coefficients, and Multiple Regression. SPSS aided the quantitative data analysis. The qualitative data from the voice recordings were analyzed using thematic analysis. This involved identifying codes and patterns from which residual codes were then clustered into categories. During the first phase of the study, all the participants with their parents or guardians consented, and data were obtained with respect to their rights such as privacy.

Results

Table 1: Table 1 shows the scores of the students on Correlation Analysis for Inter-personal Relationship Scale and RSCA

Psycho-social Factors	Resilience	Correlation (r)	p-value
Support from Families	12	0.45	<0.01
Social Victimisations	3	-0.32	<0.05

Table 2: Table 2 shows the scores of the students on the Multiple Regression Analysis for Inter-personal Relationship Scale and RSCA

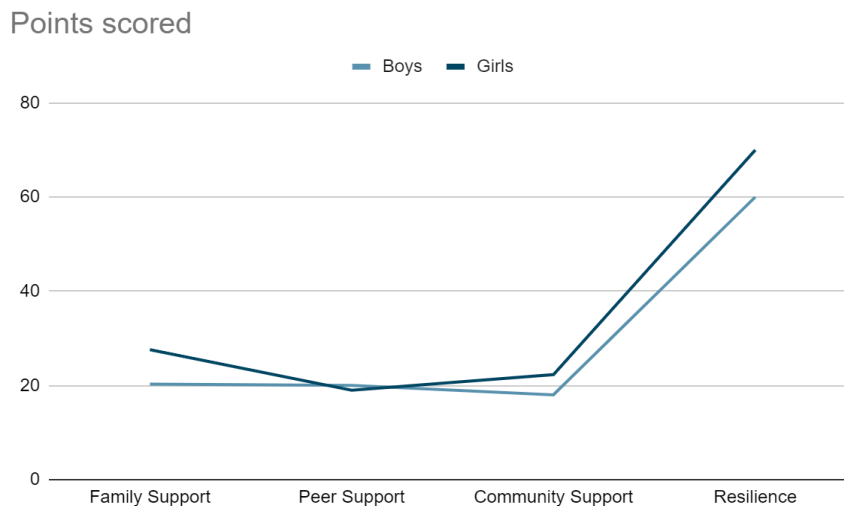
Predictors	Beta Coefficient (β)	p-value
Quality of Interpersonal Relationship	0.37	<0.01
Community Support Utilization	0.24	<0.05

Table 3: Shows the results of Subgroup Analysis as on the Inter-personal relationship Scale and RSCA

Demographic Variables	Moderating Factors	Association with resilience
Age	Support front the Family	Stronger in younger children (6-9) compared to older children (10-12)
Gender	Relationships with Friends	Girls demonstrated higher levels of resilience compared to boys

Chart:

Figure 1: Shows the mean scores of the students on RSCA and Inter-personal Relationship Questionnaire



Discussion

Together, the scores from the IRQ and the RSC can shed light on the psychosocial dynamics and the level of resilience of dyslexic children. Specifically, regarding the IRQ: High school GPA gender IRQ scores represent Dyslexic children’s perception among areas of support from; family, peers, and the community scores can be high or low Higher score represent a Greater; perception of dyslexic; (perception and support) = In this respect, it is to be clear that high scores can be across all genera as reflected in this hypothetical: All the participant had moderate to high level of support analyzed through their reports.

Nevertheless, females, in general, reported more support than males. At this juncture, it is to be highlighted that the average score for family and peers among the participants was almost similar for all the 25 children per these genera biased to females and moderate to high. Likewise, the above student scored 28 out of 38 in this area.

Association between Interpersonal Relationships and Resilience:

These results could offer promising associations between interpersonal relationships and outcome variables related to resilience. For better outcomes in the opioid sources, higher levels of family, peer, and community support, and satisfaction were associated with faster opioid weaning rates and significantly Pearl morbidity and avoidance. Dyslexic children with stronger social support systems can be more resilient regarding the challenges associated with dyslexia.

Gender Differences:

Gender disparities in perceived support and resilience levels may as well explain the differences in the scores obtained. Studies revealed a significantly high level of support from family and peers among females, which is consistent with their relatively high resilient levels in comparison to males. In such a case, the findings related to gender partially agreed with the results observed due to dyslexia. The identified differences can explain the necessity of customized interventions and better support systems for dyslexic individuals that take gender into account.

Conclusion and Summary:

In summary, the scores of the IRQ and RSC crucially contribute to understanding the findings associated with dyslexic children's psychosocial well-being and resilience. The results indicate that young individuals' perceived support from family, peers, and the community is the key determinant of the outcome for resilience among dyslexic children. Moreover, the measure benchmarked that males and females respond to support and seek resilience differently.

Implications for Practice:

Interventions targeting supporting dyslexic children's psychosocial well-being and resilience could benefit from these findings significantly. The fact that educators, parents, and practitioners can develop targeted strategies to encourage positive social relations and aspects that strengthen resilience makes it an optimal strategy. For instance, peer support groups, family counselling, or community engagement programs can be used to address this gap and develop their social support networks and their levels of resilience.

Moreover, gender-sensitive knowledge of support requirements and resilience capabilities can inform the creation of targeted interventions, allowing for the resolution of problems with those specially designed for dyslexic students of both sexes. By generating empathetic climates and providing dyslexic children with conflict solutions, practitioners may help them overcome such hurdles and succeed regardless of their learning conditions.

Conclusively, The results of this study throw light upon promoting the well-being and academic success of dyslexic children by understanding the importance of holistic support systems and resilience-targeted intervention strategies for dyslexic children. This study also helps us to understand the complex interplay between psychosocial factors, gender differences, and resilience outcomes to inform evidence-based practices and interventions in this population.

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